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ABSTRACT

The Connecticut Department of Education is in the process of generating a new Beginning Educator Support and Training Program (B.E.S.T.), which features a vision for the future, standards for elementary teaching, and performance and portfolio assessments. The aim is to develop a fluid plan for professional development of teachers. This case study describes how faculty in the teacher education program at the University of Hartford participate in teacher education in Connecticut. It highlights the ways in which the University's approach compares with, contradicts, and ultimately complements the approach of the state department of education. Both the state and the university conceptualize teacher education as a life-long learning process. At the University, the vision, goals, performance assessment tools, and portfolios are grounded in research on developmental and reflective practice. Connecticut's portfolio system favors teachers who are rational, analytical thinkers, verbally gifted, and reflective. The University of Hartford uses a transactional model of communication to develop a shared language about teaching and learning. The professional development program stresses the value of autobiography and social analysis as ways for the teacher to develop expertise in moral reasoning. Preservice teachers learn to be teacher researchers at the University. The state program focuses on the assessment of professional knowledge and accountability to national standards. The program at the University, although different in emphasis, is complementary in its emphasis on reflection and supportive networks. (Contains 4 figures and 42 references.) (SLD)

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Portfolio Talk: Educational Researchers, Teachers, Teacher Educators, and Members of the Connecticut Department of Education Talk About B.E.S.T. Practice in Professional Development: Beginning Educator Support and Training: Teacher Educator's Perspective

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As we seek genuinely to reform American schools we will need to release ourselves from the grips of traditional stereotypes about what schools should be, how teaching is to proceed, what appropriate curriculum content entails, and how evaluation should occur (Eisner, 1994: 89).

Introduction

The Connecticut Department of Education is in the process of generating a new Beginning Educator Support and Training Program, which features a "Vision of Teaching and Learning for the Twenty-first Century", "Standards for Elementary Teaching", and performance and portfolio assessments (Stansbury & Pecheone, 1996). The aim is to develop a fluid plan for professional development of teachers. This case study describes how faculty in the Teacher Education Program at the University of Hartford participate in teacher preparation in Connecticut. The paper highlights the ways in which our approach compares with, contradicts, and, ultimately, complements the approach taken by the Connecticut Department of Education.

The Process: Promoting Life-long Learning

The Connecticut Department of Education and the University of Hartford conceptualize teacher education as a life-long learning process whereby teachers develop greater ability to respond intelligently, emotionally, and intuitively to teaching situations (Berliner, 1988). Professional induction experiences that connect more experienced teachers with novices facilitate such development. We both agree with Shulman (1988) when he observes that teacher assessment must include examinations, performance, and portfolio assessment, and that the process, which begins in teacher education programs, should include sustained dialogue about curriculum and pedagogy. However, there are some differences in the ways that we conceptualize teaching, learning, and assessment.

The Department of Education conceptualizes that development as the process whereby the teacher develops greater ability to think, represent, and communicate knowledge about teaching. The Department is working in tandem with the Interstate New Teacher Assessment and Support Consortium (INTASC) to

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reform teacher preparation. This reform links teacher education program approval and the licensure of beginning teachers in a standards-based portfolio approach (Pecheone & Stansbury, 1996). Their view of teaching is influenced by the research on effective teaching (Brophy & Good, 1986, 1988; Darling-Hammond, 1993) and effective schools (Fullan, 1991). Working with an ever-widening networks of teachers, teacher educators, and school administrators, the Department of Education has developed tools like the Connecticut Competency Instrument (CCI) and the Beginning Educator Support and Training Program. Currently they are working on elementary teaching standards. The Standards will establish benchmarks, then measure the content knowledge, pedagogical performance, and analytical reasoning abilities of teachers. Their aim is to connect teacher standards with student standards. Portfolios will document the beginning teacher's ability to facilitate student learning.

At the University of Hartford, we, too, share a desire to educate preservice teachers who can reason, write well, and reflect on practice. However, our vision, goals, performance assessment tools, and the portfolio at the University are grounded in the research on developmental and reflective practice (Grimmett, MacKinnon, Erickson, & Riecken, 1990; Pajak, 1994, van Manen, 1977). We conceptualize professional development as a complex process that involves social, emotional, and psychological growth as well as cognitive and linguistic facilities. Research by Cummins (1986) and Eisner (1994) informs our conceptualization of school reform. Reflective practitioners care passionately and reason clearly. They do not follow a rote set of prescriptions; instead they have developed a way of thinking about what they do that allows them to make decisions in a variety of situations, both familiar and unfamiliar. Teaching and learning involve multiple ways of knowing and multiple intelligences (Greene, 1990; Gardner, 1983). Eisner (1994) notes that we should not restrict forms of representation through policies and practices in our schools.

> Humans both understand and reason about the world in a variety of ways. These ways manifest themselves in the forms of representation they are able to use. Hence I believe that one major aim of

> education is the expansion and deepening of the meaning individuals can secure in their life, since I believe that humans have different aptitudes with respect to the forms in which meanings can be made (87).

As teacher educators and policy makers, we acknowledge the complexity of the enterprise of schooling, the diversity of aptitudes, and the social forces that exist well beyond the school. Ideally, we hope that our dialogues about teacher assessment and school reform will lead to a better understanding of the teaching and learning and to the creation of assessments that value diversity (Cummins, 1986).

The Vision, The Standards, and The BEST Program. The goal of the Connecticut Department of Education is to link standards to certification requirements and to establish a system for building the capacity of teachers throughout the career cycle.

The main ideas in the state's BEST program of 1995 are summarized in the following graphic organizer:

Teachers Draw Upon Their		Facilitate Student Learning		Fulfill the Five Central Responsibilities of the Elementary School
• Knowledge of Content and • Knowledge of Students -From Developmental Perspectives -From Individual Perspectives -From Sociocultural Perspectives	to	• Structure the Classroom Environment • Select Tasks • Facilitate Discourse • Reflect On and Analyze their Teaching • Collaborate with Others	in order to	• Promote Literacy • Develop Numeracy • Encourage Inquiry • Build Citizenship Skills • Foster Habits of Mind

Currently, the Connecticut Department of Education is developing a pilot study--a two-year induction system which includes a seminar series and the

development of a portfolio. The seminars are used to train and recruit new mentors, assessors, and beginning teachers. In the first year, each beginning teacher attends seminars where she or he is introduced to key concepts in the monograph, "The Vision," Elementary Standards, and prepares formative portfolio tasks. He or she is assessed using the CCI. In the second year, the beginning teacher attends portfolio development seminars and prepares a content-focused portfolio.

The portfolios that beginning teachers assemble document their ability to teach, develop curriculum, tailor instruction to the needs of individual children, and reflect critically and comprehensively on their own projects. The literacy, numeracy, and inquiry tasks in the current draft of the portfolio require teachers to demonstrate that they can analyze texts and tasks, categorize data, engage in disciplinary discourse, summarize information, and write commentaries. During the planning stage, beginning teachers reflect on the way they relate new knowledge with prior knowledge and establish purposes for learning. During the teaching stage, teachers reflect on the way they build on previous learning, structure the learning and the environment, and analyze evidence of student learning. Finally, during the reflection on the entire portfolio, the teacher comments on critical events which occurred during the unit. Beginning teachers are to demonstrate an understanding of their responsibilities and of the Elementary Standards through the portfolio. In these requirements, the Connecticut portfolio system favors teachers who are rational and analytical thinkers, verbally gifted, and reflective.

The portfolio project focuses on developing abilities such as reflecting on planning, teaching, student work, and curriculum projects. Each portfolio includes a description of the setting and participants, a one or two week unit, selected lessons and a videotape of one lesson, examples of student work with teacher feedback, and the beginning teacher's reflective commentaries on each item placed in the portfolio. Assessment is structured to elicit teachers' reflection on critical aspects of their teaching. The aim is to assess how clearly the beginning teacher conceptualizes planning, teaching and learning. Currently, the State Department is reviewing portfolios prepared by beginning teachers and developing grading

continuums, called rubrics. Since the portfolio will eventually be used to license teachers, the criteria for evaluation must be explicit, reliable, and fair.

Promoting Understanding, Reflection, and Insight. The University of Hartford has also articulated a vision of teaching and learning. Our teacher preparation programs are united by a shared conceptual framework. This framework, entitled The Reflective Practitioner, is grounded in five basic beliefs. We believe in educating whole persons, demonstrating responsibility to self and others, engaging in constructivist learning, valuing diversity, and engaging in collaborative inquiry. From these beliefs come our contention that schools have as their main aim the development of individuals and the development of society. This development occurs in a constantly changing context, on both micro and macro levels, and with a wide diversity of individuals. Reflective teaching involves: (1) reflecting on the effectiveness and efficiency of the means used to achieve the ends; (2) examining the assumptions and predisposition underlying a teaching activity and assessing the values toward which aims are directed; (3) incorporating moral and ethical criteria into the discourse about practical action (praxis) (Schon, 1983, 1987). Equity, justice, and questions about whose interests are being served are considered (van Manen, 1977).

Our areas of reflectivity seem similar to the Connecticut Standards, but our orientation is completely different. Whereas the state standards will be defined in such a manner as they will serve as benchmarks for evaluating the teacher, our areas of reflectivity are the conceptual bases that we consult when we have questions. We ask, "Why do we value one pedagogical intervention over another? When and for whom is the intervention appropriate? We constantly review and revise our decision-making framework and our knowledge of teaching and learning (Kennedy, 1987).

I am going to describe what we do and how we do it. First, let's look at what we do. Here is a graphic display of our framework:

Teachers Draw Upon Their Conceptual Framework	to	Facilitate Student Learning by Pedagogical Methods	and in that way they can attend to	The Central Responsibilities of the Reflective Practitioner's Purposes
• knowledge of subjects • knowledge of pedagogy • knowledge of learners as whole persons • knowledge of self and others • knowledge of human relations • knowledge of social contexts • knowledge of ethics • knowledge of results		• Immersing students in rich learning situations • Linking known with new information and revising knowledge • Demonstrating analytical, aesthetic, affective modes • Encouraging multiple ways of knowing, and representing knowledge • Involving students in generating curriculum, making decisions, and maintaining a responsive learning environments • Establishing goals for learning, peer supports, and evaluative criteria		To Strive to understand the complex connections among • Diversity • Empowerment • Ethics • Person in Environment To Achieve Praxis: Experience to Theory Theory to Practice Social Action

Shared Language. The Connecticut Department of Education and the University of Hartford share a second joint agenda. That agenda is to articulate the knowledge base of the profession and to infuse the public discourse about education with the

voices of teachers. The Department of Education uses a natural learning model of instruction--immersion, demonstration, discussion, and sharing as means of engaging people in collegial conversations (Cambourne, 1988, p. 33). This approach to knowledge construction is to have a small group of people review the existing research, identify and organize key concepts, then draft a document which represents the latest professional thinking. That document is then used to guide discussions with other stakeholders. The Department of Education uses language to present the best research and practice in education in written form.

The University of Hartford uses representational and presentational methods to get our students to document their thinking (Freeman, 1996). Students are engaged in inquiry and tutoring as they learn about teaching and learning. We provide them with alternative ways to show what they can do with the knowledge they are gaining and to convey the meanings they are making. We provide them with opportunities to do presentations, drama, and storytelling, to create learning centers and multimedia projects, and to read and write various genres. We join them in the process of generating those presentations and projects.

The University of Hartford uses a transactional model of communication to develop a shared language about teaching and learning. In a transactional model, everyone who will be affected by a document is invited to participate in the knowledge construction process. The documents that are created represent the thinking and decisions of a particular group at a particular time. No single source of knowledge is privileged--scholarly, practical, or folk. In a transactional model, each perspective that is seriously considered is supported by evidence, but there is a sense that knowledge is distributed across individuals and groups. Therefore, in constructing a model, the voices from diverse groups inform the project at each stage, and the process of representation of knowledge is never-ending. In our view, learning is a social experience, discovered primarily through the process of conveying meaning, and literally coming to know oneself and others through interactions.

We want our preservice teachers to "extraordinarily re-experience the ordinary" (Shor, 1980, p. 93). We maintain that we can help our preservice teachers to become aware of the knowledge base of teaching by drawing on their

prior knowledge and experiences in schools. Prior knowledge provides the network of concepts through which new data are filtered. Prior knowledge may be organized in episodes which are temporally dated and marked by a memory, in implicit, common sense scripts, and in collections of networked representations. Prior knowledge, when articulated, enables a person to examine the knowledge-construction process and can help people locate errors in thinking. Our students of teaching need to be aware of how they form concepts and categorize information. Therefore, we have them maintain reflective fieldwork journals and learning logs.

We also want our students to be aware of how their sense-making is embedded in their world view and in the situations of their lives. Mutual meanings are created and sustained through language and through relationships. We need to investigate not only what our preservice teachers say, "to take them at their word," but we also need to investigate the relationship between what they say and "the context that the language embodies" (Freeman, 1996: 735). This view of the shared language calls for treating language data in ways that are complex. One aim is to help the students articulate their emerging theories about effective teaching and learning, and a second aim is to problematize those theories. We encourage the students to reflect on their emerging theories and then to analyze how their use of language reveals what they know and how they think. Some students discuss the importance of mastering basic skills, while others discuss the value of technological competence. Some students believe that the purpose of education is to efficiently solve problems, and others note that the purpose of education is to achieve social change.

We use a variety of conversational modes to get our students to learn the language of the profession. First, we invite dialogue, questioning, and open-ended discussion. For example, in reading Heath's (1983) *Ways with Words* our students ask why the literacy experiences of Trackton, Mainstream, and Roadville are so different. The students discuss how they will respond to that diversity. Everyone is encouraged to speak, and we do not censure people's ideas. The goal of dialogue is to help each individual clarify his or her thinking. Later, we model knowledge-construction strategies, demonstrating to the students that their ideas relate to perspectives that others in the field have taken on the subject we are

discussing. We help them to cluster their ideas into coherent categories and classify their comments according to one perspective or another. We change to a lecture and discussion mode, and relate what they know to research-based theories and to our conceptual framework. We solve case studies. In addition, we read and interpret research studies and discuss their inquiries together.

The sequence of courses in the elementary education program moves students from a theoretical base to practical knowledge and application; each course requires students to consider the rationale for what and how they teach. Structured field work experiences are an integral part of nearly every course. During the freshman year students are enrolled in a two-course sequence that provides them with direct experience with children and adults in educational and human service agencies. Since the University is located at the crossroads of urban, suburban, and rural communities, our students have diverse experiences. Students are required to volunteer a minimum of two hours per week in a school or other community agency. When we engage students in an analysis of schools and other social service organizations, they compare the resources, parent expectations, and educational experiences in those settings. They learn how do speak about the various exceptionalities--the etiologies, characteristics, contemporary educational treatments, and related issues. Student teachers assess their students using variety of tools, then write anecdotal reports.

In addition, courses in the pre-professional and professional programs require students to simulate the act of teaching in one-to-one relationships of tutoring, reading to, testing, or interviewing a child. These assignments challenge students to become keen observers of behavior, creative and organized planners of activities, careful evaluators of their effect on learners, and sensitive communicators with children of various ages. In some instances students are videotaped during these actual interactions, but more often they report on their experiences or are videotaped on campus in micro-teaching.

Although our program immerses our students in the language of the professions, we are concerned about preservice teachers' affective, social and aesthetic development as well. Much of the learning in our classrooms occurs in workshop situations; the knowledge is situated in our students' experience. We

want our students to be able to learn from experience, and we want them to feel confident in talking about what they are learning. Asking them to articulate their tacit or personal theories about teaching and learning helps us to both build on and interrogate them. As the students compare their theories with those in academic texts, they extend or modify them. Our 'areas of reflectivity' provide us with a common language for talking about what we are experiencing. Through collaborative inquiry and dialogue, the students become conscious of cultural and situational diversity, even in our group. Discussions of the knowledge-base of teaching that are grounded in practice, yet are praxis-oriented are most powerful. During those discussions, students develop a solid understanding of subject matter of teaching that includes and goes beyond a simple discussion of generic teaching skills and a technical emphasis on lesson planning and assessment. Students develop a shared language for evaluating the choices they are making in terms of their personal, moral and sociopolitical consequences. This approach enables our learners to simultaneously reflect on how they were taught and on how they are learning to teach today.

Memorable teachers have the capacity to give students the latitude to develop their own logical processes and criteria for making judgments (Schon, 1983). However, they also have the capacity to create a sense of consciousness that exploits the senses, nurtures imagination, and promotes affective development (Eisner, 1996). Our senses and our experiences provide the content through which our conceptual life takes shape (Eisner, 1994). Much sensory and perceptual knowledge is stored in mental images. Insights gained through the senses can be communicated effectively through the arts, poetry, drama, music, stories and images, as well as through theories (Gardner, 1983). We encourage our students to incorporate the arts into their curriculum so it is not at all surprising to observe a student teacher playing the violin, watching her students role play while listening to *Peter and the Wolf,* then helping them to generate a similar story that utilizes string instruments that they have constructed.

Preservice teachers generate a shared language of teaching and learning by reflecting on experience and on the knowledge base. They mediate and

represent their knowledge using a variety of tools--oral and written language, music, drama, mathematical models, and multimedia projects.

Community-Building. The Connecticut Department of Education and the University of Hartford focus on collaboration and community-building. The Connecticut Department of Education's policy-making board has involved researchers, teachers, teacher educators, and administrators in the development of the Beginning Educator Support and Training (BEST) Program. The BEST induction program combines support for and assessment of beginning teachers with professional development of experienced teachers. The process capitalizes on the knowledge of experienced teachers who serve as mentors and of beginning teachers who serve as colleagues. The program is dynamic. The arrangement draws on experienced teachers to attend to the professional needs of neophytes and to contribute to the betterment of schools. There is a sense of collegiality to this process.

The staff at the Department of Education instructs trainers who instruct other teachers in the principles of effective teaching and learning. The trainers learn how to use the Connecticut Competency Instrument (CCI) to evaluate a teacher's management of the classroom and generic teaching skills. That training and the experience of mentoring a student teacher have been applauded by cooperating teachers and supervisors as one of the best professional development experiences they have experienced. Support teachers are trained to provide beginning teachers with instructional support (lesson planning, resource/materials usage, student assessment design, classroom management skills, parent/teacher communication, lesson observation, and feedback). They are also trained to provide beginning teachers with non-instructional support (school culture, procedures/policies, and socio/emotional encouragement).

The approach to community-building at the University of Hartford is different. Although we are committed to our philosophical framework, we do not impose it on members of the larger community. We are an educational institution with a history of improving education through community service and practical inquiry. They call upon us to do inquiry-oriented staff development, to do

research. Our aim is to turn schools into learning communities, where everyone is committed is to improving learning.

At the University of Hartford, our professional development program stresses the value of using autobiography and social analysis as a means of developing expertise in moral reasoning. We also ask our students to write educational autobiographies. Many of our preservice teachers use narratives to capture the details of episodes from their own schooling and fieldwork. They compare narratives and identify patterns that cut across others' experiences. Our students develop their own theories about what the stories tell about the culture of schooling. Some students decide that their own experiences and/or their response to those experiences handicap them, and they must attend to their own emotional and spiritual healing before becoming teachers. Others feel that such theorizing empowers them to become discriminating critics of school practice, including their own. Our students share excerpts from those authobiographies when they are discussing instructional alternatives and classroom practices, and when they are evaluating the social and ethical consequences of teachers' decisions on the lives of students. Then they read a selection like Lisa Delpit's, "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children," (1988) and some reconsider their perspective. Eventually, an anecdote may become the core of the student teacher's philosophy of education.

Literature provides an excellent vehicle for exploring the process of cultural diversity, conflict, and change in schools and communities (Greene, 1990). As students listen to Englishman, John Newton's (1725-1807) poem, "Amazing Grace," Aretha Franklin's musical interpretation of the American version of *Amazing Grace*, and the Scottish Bagpipe version of *Amazing Grace*, they discuss the significance of each piece within the context of the time and the culture that interprets it. Jonathan Kozol's *Amazing Grace*. is a journalistic account of the lives of poor children in the Bronx. As my students listen to Kozol's passionate plea to have American's open their eyes and take a look at the plight of the children, they draw the scenes. As they share those pictures, they discuss Kozol's thesis, identify his political stance, discuss the problem he is trying to solve, pose questions, and share responses. Next, they listen to Hoffman's (1994) picture book, *Amazing*

Grace. They discuss the decisions that Grace faced as she challenged the social norms in her classroom when she wanted to be Peter Pan in the class play. One child had said that she could not be Peter Pan because Peter Pan was a boy, and another said that Peter Pan was not black. Fortunately, Grace had the support of her mother and grandmother who helped Grace achieve her goals and developed resiliency. Each representation of *Amazing Grace* enables the students to experience a "reorientation of consciousness," that enables them to "cross divides, to make connections between ourselves and others, and to look through other eyes" (Greene, 1996" 391). We believe that integration of cognition and affect provides teachers with valuable sources of insight and expands their ability to develop expertise.

We teach our preservice teachers how to become teacher researchers. Teacher research is at the very center of teacher learning and educational reform. Teachers who can examine problematic situations in their classrooms, use language to describe them, and conduct inquiry can choose to use pre-packaged programs, modify them to suit the needs of their students, and/or create their own curriculum. In the student teaching semester, the student identifies a problematic situation, then does inquiry into it. The problematic situation may deal with affective, social, or academic issues. For example, the preservice teacher may investigate how third graders understand fractions, how to plan a long-term unit on folktales, or how increase active participation during discussions. Teacher research involves both action and reflection. Action involves observation. The teacher researcher observes both children's behavior and their own behavior in specific learning situations. He or she records notes in a journal, identifies patterns over time, and summarizes data on charts. Action involves dialogue. Dialogues between the teacher and learners reveal the reciprocal nature of teaching and learning. Dialogues between teachers reveal alternative approaches to teaching and learning. Ideally, the preservice teacher arrives at new insights for dealing with the problematic situation. Reflective observations may include information on children and their learning process or projects and the planning process. Teacher research helps preservice teachers and students to align their expectations, projects, and intentions in ways that are mutually beneficial.

Constructing autobiographies, reading literature and scholarship on aspects of teaching and learning, learning how to conduct teacher research, and improving practice are aspects of our community-building efforts at the University of Hartford.

From Novice to Expert: Developing a Theory of Practice

The Connecticut Department of Education and the University of Hartford have developed professional development programs that move clients from novice to expert. Educators today confront enduring, confusing, and perplexing issues, and there is a growing realization that teachers need to have the capacity to engage in practical reflection and to develop collaborative alliances that can help them transform their understanding of current realities. Berliner's model of novice to expert (1988) is helpful in understanding how and why we design our programs as we do. Berliner notes that most preservice teachers, lacking actual teaching experience, do not reflect. However, we maintain that preservice teachers can be encouraged to be reflective about practice. As noted earlier, the structured fieldwork exercises, journals, and portfolios kept in most of professional courses establish the habit of reflection.

Berliner notes that the first year of actual classroom teaching is often a muddle for the beginning teacher. We find that this is certainly true of the first student teaching experience as well. Therefore, we provide leadership and training that support inquiry and reflection during the student teaching experience (Goldsberry, 1986). In the first student teaching experience, the pre conference-observation-analysis-post conference cycle that is used for supervising the student teachers (Glickman, 1985) encourages the students to reflect simultaneously on personal and professional goals. In that semester, students develop a practical knowledge of the components of the curriculum, instructional and assessment practices, and the management and routines in the classroom. They begin the semester by observing the cooperating teacher, then joining her/ him in co-teaching. Gradually, the student teacher takes over routines, such as story time, calendar time, and the such.

Concurrently, student teachers are enrolled in a curriculum and assessment course at the university. There, the students create an integrated unit of an

instructional laboratory that contains a series of activities and lessons centering on a theme or topic. The unit is created in collaboration with their cooperating teacher, the university supervisor, and the professor of curriculum and assessment. In some cases, students, professors, and cooperating teachers do action research together. To be sure, we want our students to be able to generate curriculum. However, we also want them to draw on the expertise of those who are knowledgeable about the school and community. In addition, we want our students to know how to use the standards to evaluate performances. In the university classroom, the students and professor reflect on lessons from the field, comparing and contrasting the strategies being used in actual classrooms with those described in the standards projects and in the professional journals. We ask our students to consider the long-term consequences of various pedagogies and patterns of interaction on the learning outcomes of students.

By the second semester, we use clinical supervision as a means for getting teachers to inquire about their teaching and to transform the conditions and practices that frustrate their teaching (Smyth, 1986). Using that model we ask students to do inquiry throughout the supervision experience. By that semester, our student teachers begin to follow plans and routines and make sense of the dynamics in classrooms. These student teachers resemble the advanced beginners that Berliner described in his research. Most of our students have urban, rural, and suburban placements, so their experiences are diverse. Those who have experienced diverse educational contexts can recognize similarities across contexts. Those documents outline the major knowledge-base for teaching. We require our student teachers to videotape themselves teaching some of the lessons that we observe. After the lessons we analyze those tapes together. By the end of the second placement, our student teachers can label and describe experiences, actions, and events; understand rules; and classify contexts in the classroom.

In the student teaching semester, student teachers also attend a series of seminars which are designed to support them in developing a professional portfolio. Each portfolio includes a personal philosophy of teaching and learning, a resume, letters of recommendation, selected lessons from unit plans that were implemented during student teaching, notes from supervisory conferences, student

work, photographs, and reflections on goals, lessons, student work, and supervisory conferences. Our student teachers showcase their musical, literary, culinary, athletic, and artistic talents as well as demonstrate their analytical and verbal facility in written commentaries. We are interested in hearing how and seeing that our student teachers engage their students in class-generated curriculum, projects, and multimedia presentations. Therefore, we look for documentation of that. One student may develop a multimedia package that leads students on a museum tour; another may do a photo documentary of the work produced by the students. We are interested in the innovative ideas that our students develop for helping children evolve the classroom culture and government--the rituals, roles, meetings, and rules. A student teacher may include a video of herself playing the guitar and using song to build a sense of community in the classroom. Other students do teacher research. Some preservice teachers run clubs after school; others serve on site-based management teams. Those students include agendas from those clubs and meetings and document their achievements there.

We evaluate the portfolios according to three criteria: professional appearance, completeness, and degree of reflectivity. A professional portfolio will not only be well organized; it will also tell a story about students' professional experience. A complete portfolio will include resumes, a unit overview, selected lesson plans, and an explanation of the teacher's management plan, and it will also include letters of recommendation, student work, teacher commentaries, and documentation through photographs, videos, and multimedia projects. In brief written and oral reflections, student teachers explain what they have learned, how their thinking is evolving, and why they made the decisions that they made. Portfolio assembly is a collaborative project--a social project during which dialogues are shared, meanings are negotiated, and professional commitments are formed.

Assessment is an on-going part of our program. We have a series of three-three way conferences in the course of the semester. The first conference is designed to help the student, cooperating teacher, and supervisor to establish a schedule of observations and to clarify goals, roles, and expectations. In keeping with the Reflective Practitioner Conceptual Framework, our students establish

goals, and they determine people and resources that will help them to attain them. Throughout the semester, students collect, analyze, and reflect on data related to their goals, revise them, and/ or establish new goals. Goal-setting and evaluation are individual and collaborative endeavors. Here, development is seen as an ongoing professional activity. Our students have personal goals. Their cooperating teacher has classroom-based goals. We have institutional goals. The State Department of Education has goals, as well. We offer support and guidance in attaining those goals.

Theoretical Support for Professional Development: Passion for Reason, Compassion, and Consciousness. The Connecticut Department of Education and the University both admire teachers who have sophisticated knowledge of teaching and learning, are efficient problem solvers, and who are insightful and creative human beings (Sternberg & Joseph Horvath, 1995). Such teachers differentiate instruction for students with a range of learning styles and abilities, provide examples and illustrations, and anticipate problems students may have in learning. They plan, select activities and procedures, demonstrate self-efficacy, monitor learning and make adjustments, analyze information and experiences, and detect errors in thinking and performance that influence their behavior (Costa and Garmston, 1991). In addition, they have a knowledge of the political context in which teaching occurs (Bowers & Flinders, 1990). Moreover, they aware that their beliefs, cultural assumptions, preferred learning style, emotional state, and level of concern influences their thinking and decision making.

Even before students graduate from our program, the Department of Education is involved in their professional development. The Connecticut Department of Education's long-term goal is to provisionally certify students who graduate from preservice teacher education programs, then to fully license only those teachers who have demonstrated competency in classroom teaching. Currently in Connecticut, every first year teacher has passed "Praxis," a test of essential skills. He or she also completes a minimum of one semester of student teaching, in a classroom that is supervised by a cooperating teacher and a university supervisor who are trained to model and evaluate teaching using the Connecticut Competency Instrument (CCI). The CCI assesses a teacher's ability to plan and

implement direct instruction, and to reflect on teacher behavior and learner response during that one lesson. Research on effective teaching and teacher as decision-maker informed the development of the CCI (Atcheson & Galls, 1984; Hunter, 1984; 1985). An analysis of a student teacher's behavior on these items can pinpoint specific strengths and weaknesses related to key teaching behaviors.

We at the University of Hartford go further than the State evaluation system. Research on reflective and developmental teaching informs the way we educate student teachers. We want our graduates to demonstrate the ability to analyze their own assumptions, beliefs, and values, teach subjects, access resources, problem-solve, be self-regulating, engage in cross cultural thinking, and reflect on group dynamics. We believe that much expertise in teaching is experiential: it occurs beyond the level of cognition and analysis. The distinguishing characteristic possessed by those who demonstrate expertise in teaching is insight (Sternberg and Horvath, 1996). Insight is derived from the ability to reframe, to see things in novel ways. Reframing in teaching involves reflecting on experience and on the consequences of actions, and arriving at new understandings. It involves resolving puzzling problems by using theory to inform practice and using practice to generate theory. Some call this praxis. We maintain that it is whole persons, persons who integrate thinking and feeling and demonstrate intellect and compassion, who are most able to learn from experience. We maintain that the art of teaching is related to development of affective and aesthetic realms. Thus, we invite our preservice teachers to join us in investigating theories of teaching and learning by drawing out their own experiences, their observations in classrooms, and their responses to research and theory. Teachers who are researchers often develop the capacity to respond flexibly in a variety of situations, and that flexibility enables them to channel their energy into other arenas--higher order reasoning and creative problem-solving. More importantly, they have a capacity to comprehend salient aspects of both the situational contexts and affective responses of participants, a capacity which enables them to mediate situations imaginatively even as they are reframing them intellectually (Eisner, 1994).

We have been working on this problem at the University of Hartford since 1993. We want students who graduate from our program to demonstrate mastery of basic skills and pass the "Praxis" exams. However, the way that we use the term "Praxis" is to be distinguished from the way that the Connecticut Department of Education uses the term. The term is used at the University of Hartford to refer to a unity of inquiry and action. Praxis is a form of study that integrates action with intellectual inquiry in search of understanding (Schubert, 1986: 314). We want our students to hold holistic and integrated views of learners. We want them to realize that human beings are situated in particular contexts and that they embody diverse talents and abilities. Through inquiry, we want them to better understand the relationship between teachers, learners, the milieu, and outcomes. We conceive of people as co-constructors of knowledge. We value experience and personal knowledge as well as public knowledge. Individuals create narratives or scripts which help them make sense of memories, thoughts, actions, and feelings in complex ways. Autobiographical stories create continuity in people's lives and affect the way they experience life itself (Bruner, 1990). People re-author their autobiographical stories as they present them to different audiences and in response to events in their lives. As our students develop knowledge and problem-solving skills, we want them to critique schools and practices in order to improve them. Our notion of praxis is closer to that of Maxine Greene, who calls for the preparation of teachers who are critically "wide-awake" and empowered to create curriculum or "landscapes of learning" that inspire praxis (Greene, 1978).

Teachers who can reflect spontaneously on experience seem to be able to assess events and interactions, go with the flow, and solve problems by reframing them, almost without taking the time to analyze or reflect on them They appear to be intuitive, non analytical, and non deliberative (Sternberg & Horvath, 1996) and demonstrate fluid, almost effortless performances. If they observe incompetence, they register disapproval (Berliner, 1988). The ability to learn from experience enables them to pick up flaws in thinking, delivery, and/ or student response, and respond intelligently, emotionally, and intuitively to situations.

As I read about the characteristics of the expert teachers (Berliner, 1988; Sternberg and Horvath, 1996), I was struck that those conceptualizations privileged

rational thinking and logical reasoning. Sternberg, Horvath and Berliner maintain that intellect is important, but their theories don't explain how experts learn from direct experience. In my experience, truly effective teachers draw on intuition, gut feelings, and sensory data when they respond to puzzling situations. Many excellent teachers do not seem to analyze their actions, write reflections, or articulate theories as they respond to situational variables. Clearly theory informs their practice; however, those teachers are able to recognize problems which arise in everyday life--problems that may be related to complex issues that are not merely academic. It seems to me that the ability to see beyond the immediate situation enables those teachers to create learning environments where learners and teachers can construct a "network of mutual expectations" (Grice, 1975). Expertise also involves affect as well as intellect. Those teachers who are effective in classrooms often tell stories. They liberate learners to master information and skills. They use the power of personal wisdom, of story, and compassion to woo students, to join them in co-constructing the classroom curriculum. Because they are themselves inspired learners, they become the book, the play, the poem, that inspires their students to want to learn. Their ability to draw on and draw out talent leads to an enlightened learning community. Metaphorically speaking, enlightened teachers share the passion for learning and knowledge that freed Plato's prisoner from the cave, and enabled him or her to struggle to see the light.

Inspired teachers seem comfortable in a world in which the mindful exploration of ideas, formulation of problems, refinement of debate, and willingness to tolerate ambiguity, and to express imaginings, seem perfectly normal (Eisner, 1994). They create a "network of mutual expectations" (Grice, 1975). They see beyond the immediate situation using emotion as well as logic to woo students and to inspire them, (Bruner, 1990; 1996). The ability to develop meaningful relationships can be as vital to learning as is the ability to process information quickly or to reason well. Responsive teachers have the capacity to create a sense of consciousness that exploits the senses, nurtures imagination, and promotes affective development (Eisner, 1996). They see parts as integrally related to wholes, like the parts of a puzzle, figure to ground, affect to cognition, and humans to contexts. They do not define intelligence as merely possessing superior

rational and linguistic facilities. "Intelligence does not stop at my skin; rather, it encompasses my tools (paper, pencil, computer), my notational memory (contained in files, notebooks, journals) and my network of associates (office mates, professional colleagues, others whom I can phone or to whom I can dispatch electronic messages)" (Gardner, 1983: xiii). Teachers who draw on creative thinking communicate insights through the arts, poetry, drama, music, and images. They shift away from the "totalizing representation of things" from theories and generalizations toward concrete descriptions and metaphors, and they release from their psychic prisons "those who "dare," those willing to "see," the imaginative possibilities that constitute a living commitment to a culture which encourages both a sense of agency and a sense of community based on multiplicity of ways of knowing and perspectives" (Greene, 1996: 392).

In *Culture and Education*, Bruner (1996) argues that there are many ways of knowing and representing knowledge. The ability to use narrative to tell and write stories, poems, and plays in order to create cohesive literary accounts of social change, is a qualitatively different way of presenting information from the ability to use objective and scientific analysis to represent knowledge in a scholarly article, model, graph, or lab report. And yet, each genre communicates valid information about a person's knowledge and about their insights. We also draw on the ideas of Gardner (1983; 1996) in developing aspects of our program.

In *Frames of Mind*, Gardner (1983) posited the existence of a number of intelligences that yield a profile for each person, arguing that "an intelligence is the ability to solve problems, or create products, that are valued within one or more cultural settings--a definition that says nothing about either the sources of these abilities or the proper means of testing them (Gardner, 1983: x). Noting that outstanding figures as diverse as "Thomas Jefferson, Jane Austen, Frederick Douglass, or Mahatma Ghandi" could be called "smart," he maintained that no IQ test, no simple conceptualization, could be used to assess the intelligence of human beings. Intelligences develop in contexts, therefore biology, history, and the way of life of people influence what is valued. Moreover, in post-industrial society, persons and the environment are related.

"You cannot separate the one intelligence from a human being and the more general context, and know the potential of the human being" (Gardner, 1983: xiii). Recognition of multiple intelligences and multiple modes of expression can lead to greater understanding of the complexity of learning and the need for flexible teacher assessment.

Conclusion

The most recent innovations in the Connecticut Department of Education Beginning Educator Support and Training program and those at the University of Hartford use developmental and reflective approaches to create supportive networks where educators can develop expertise. We, at the University, strive to create the cultural support that novices need to begin their professional training and to become committed professionals. Our teacher education program helps novices develop their personal and professional identity, a knowledge-base in teaching and learning, and reflective skills. We value affective/emotive modes as well as rational/linguistic modes of expression, and our student portfolios reflect that emphasis. The State Program focuses on the assessment of professional knowledge, the development of school-based support teams, and professional development for experienced teachers who wish to serve as mentors, assessors, and trainers. The State portfolio assessment project places an emphasis on rational/linguistic modes of expression and accountability to national standards. The University of Hartford and the Connecticut Department of Education's approaches to professional development, though different, are complementary.

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Footnotes:

1. In 1984, the Connecticut Department of Education developed the Connecticut Competency Instrument (CCI), a tool which assesses generic teaching competencies. In 1989, it became a part of the Beginning Educator Support and Training (BEST) Program. In 1989, 798 BEST Program participants (assessors, mentors, cooperating teachers, and beginning teachers responded to a survey asking them to provide input on key features of the BEST program. They requested further development of the BEST model. In 1995 and 1996, teacher educators, teachers-in-residence, and members of the Department of Education drafted the document, which identified the knowledge, skills, and habits of mind that foster effective learning in elementary schools (O'Neal, Rigazio-Digilio & Stansbury, 1994, pp. 3-4).

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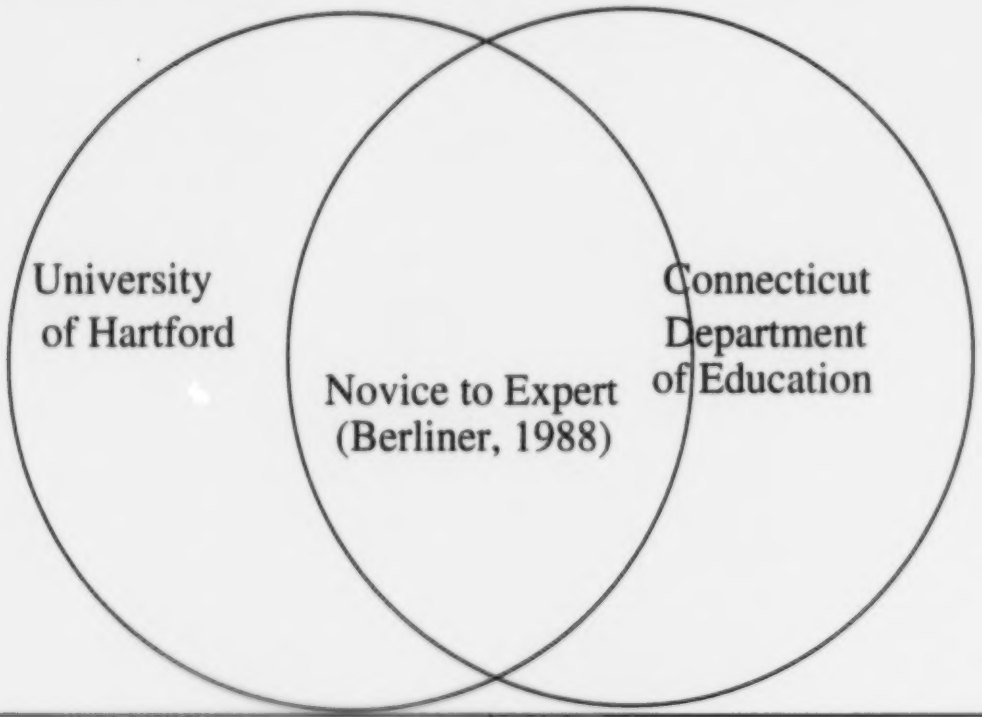

University of Hartford	Department of Education
Educational Institution	Policy-Making Board
Conceptual Framework	Vision of Teaching
Reflective Practitioner Rational & Compassionate Reflect on Theory Practice Experience • Diversity • Empowerment • Ethics • Person in Environment	Teacher as Decision-Maker Analytical & Articulate Knowledgeable Facilitate Learning Manage Tasks: • literacy • numeracy • inquiry • citizenship • reflection

University of Hartford	Department of Education
Areas of Reflectivity	Standards
• Subject Matter	• Content
• Pedagogy/Intervention	• Plan/Facilitate Instruction
• Self-understanding	• Learning Environment
• Learners	• Students
• Human Relations	• Communication
• Social Contexts	• Community Relationships
• Ethics	• Reflective Practice
• Results	• Assessment

Student Teaching Support and Training	
Support from BEST trained • cooperating teachers • supervisors • professors	
4-year induction program Field Work/Course Work • Year 1: Foundations • Year 1: Exceptional Child • Year 1: Child Development • Year 2: Effective Teaching 1-2 • Praxis II • Student Teaching: Core I Seminar-- • Curriculum and Assessment • Portfolio Assessment • Connecticut Competency Instrument (CCI) • University Competencies • Student Teaching: Core 2 Seminar--portfolio • Portfolio Assessment • (CCI) • University Competencies	

	Beginning Educator Support and Training--BEST
	Support from BEST-trained • cooperating teachers • mentors • supervisors
	2 Year Induction Program • Year 1 Seminar • Year 1 Connecticut Comptency Instrument (CCI) • Year 2 Portfolio Seminar • Year 2 Portfolio Assessment

University of Hartford Portfolio	BEST Portfolio
• Resume • Philosophy • Letters of Recommendation • 3 Formal Evaluations Using the CCI	• Introduction
• Management Plan	• Description of Context

• Curriculum Planning
  • Unit of Study: Overview Selected Lessons
	• Planning--Analysis
	• Long-term
	  • Content
	  • Purpose
	  • Prior Knowledge

• Sample Lesson Plan • Videotape	• Teaching--Analysis • Linking • Structure • Evidence of monitoring
• Student Work • Link to Objectives • Evidence of Learning	• Student Learning--Analysis • Evidence of Learning
• Reflection • Response to Supervisor's Report • Analysis of Teaching • Journal Entries • Areas of Reflectivity	• Reflection on Teaching • On Teaching • On Adaptations • On Correlation with Standards

• Other Evidence
  • Arts Projects
  • Learning Centers
  • Involvement in Clubs
  • Research/ inquiry	

Portfolio Evaluation	Portfolio Evaluation
• Link with Philosophy • Link with University of Hartford Competencies • Professional Presentation • Comprehensiveness • Evidence of Reflectivity Criteria little some much 1 2 3	• Link with Vision • Link with Standards Criteria
Commitment	Collegiality